

**STUDENTS' PERCEPTIONS OF WRITING DESCRIPTIVE TEXT AT THE  
EIGHTH GRADE OF SMP N 1 SAMBI BOYOLALI IN 2016/2017  
ACADEMIC YEAR : DESCRIPTIVE QUALITATIVE APPROACH**



**Submitted as a Partial Fulfillment of the Requirements  
For Getting Bachelor Degree of Education  
In English Department**

**by**

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UNIVERSITAS MUHAMMADIYAH SURAKARTA**

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**APPROVAL**

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**PUBLICATION ARTICLE**

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## ACCEPTANCE

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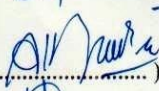

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## TESTIMONY

I am the researcher, signed on the statement below:

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Title : Students' Perceptions of Writing Descriptive Text at the  
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Academic Year : Descriptive Qualitative Approach

Herewith, I testify on this research paper there are no plagiarisms of the previous literary works which have been raised to obtain bachelor degree of a university, nor there are opinions or masterpieces which have been written or published by others, except those in which the writing was referred in the manuscript and mentioned in bibliography.

Hence, later, if it is proven that there are some untrue statements in this testimony, I will hold fully responsible.

Surakarta, 20 Juni 2017

The Researcher,



Nawang Mustikawati  
A 320 130 126

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**ABSTRACT**

The purpose of this research is to describe how are the perceptions of the eighth grade students of SMP N 1 Sambu Boyolali in 2016/2017 academic year on writing descriptive text. The current research uses descriptive qualitative approach. Participants of this research are two students from eighth grade of SMP N 1 Sambu Boyolali. Method of collecting data used is interview approach, while the method of data analysis is through content analysis. The results of this research are as follows: students' perception of writing descriptive text are 1) Learning descriptive text is mostly reading, writing, translating, doing exercise and completing quiz; 2) learning descriptive text is relatively doable for student; 3) learning descriptive is generally about popular topic; while the difficulties faced by students when writing descriptive text are 1) limited source of vocabulary; 2) lack of access of dictionary; 3) confusion in deciding the correct tenses; 4) unclear explanation from the teacher.

Keywords : student's perception, writing, descriptive text.

**ABSTRAK**

Tujuan dari penelitian ini adalah untuk mendeskripsikan bagaimana persepsi siswa kelas delapan tentang teks deskripsi di SMP N 1 Sambu Boyolali tahun pelajaran 2016/2017. Jenis penelitian ini adalah deskriptif kualitatif. Peserta dari penelitian ini diambil dari dua siswa kelas delapan di SMP N 1 Sambu Boyolali. Pengumpulan data dilakukan dengan teknik wawancara, sedangkan metode analisis data adalah dengan *content analysis*. Hasil dari penelitian ini adalah : persepsi siswa dalam pembelajaran menulis teks deskriptif 1) belajar teks deskriptif sebagian besar adalah membaca,

menulis, mengartikan, mengerjakan tugas dan menyelesaikan ulangan; 2) belajar teks deskripsi relatif mudah; 3) belajar teks deskriptif cenderung tentang topik yang bersifat umum; sedangkan masalah yang dihadapi siswa dalam menulis teks deskriptif 1) keterbatasan sumber kosakata; 2) kurangnya mengakses kamus; 3) kebingungan dalam memilih tense yang tepat 4) guru kurang jelas dalam menjelaskan.

Kata kunci : persepsi siswa, menulis, teks deskriptif.

## **1. Introduction**

Analyzing the students' writing work enables us to have a better perspective on the students' understanding about student's skill particularly on writing. According to Lock (1996, as cited in Siahaan (2013), analyzing students' text is helping English teacher to find out the students' ability and difficulties in writing. This explains the circumstances of learning writing in English.

It is inevitable that writing can be challenging for students, started from the stringing up words until they can make a paragraph that they think it is the best paragraph. Students should concern to the three common mechanisms of the writing process. Kane (2000: 13-15) say that there are three rules in writing, they are: *grammar*, the rules which structure the language; *usage*, concerning how we should use the language in certain situations; *mechanics*, conventions of writing require that a sentence begin with a capital letter and end with full-stop, *punctuation* (period, question mark, or exclamation point and so on).

Some genres of text which taught at the school, one of them is descriptive text. Descriptive text is a text which describing about people, animal or things. This text is also studied by eight grade student of SMP N 1 Sambi Boyolali. The essential of descriptive text is student can make a description about their friend, animal that they like or other things.

Naturally, writing is a challenging thing to do. Particularly, in a foreign language learner. Among the four skills in English, it could be said that writing is arguably the difficult one.

This research uses descriptive qualitative research to collect the data. According to Bogdan and Taylor cited by Lexy J. Moloeng (1956), qualitative method is a research procedure that obtains descriptive data in written or spoken form from the people and their behavior which is being observed.

The writer focuses on the students' perceptions in writing descriptive text and the difficulties they might find in the eighth grade students of SMP N 1 Sambi Boyolali.

## **2. Type of the Research**

This research use descriptive qualitative research to collect the data. According to Moleong,(1995:02), descriptive qualitative is a type of research which does not include any calculation or numeration. In other words, descriptive qualitative is a type of research which analyzing the data without involving numeration. The researcher is conducting the research for the purpose knowing the students' perception on writing descriptive at the eighth grade of SMP 1 Sambi Boyolali. To carry out the type of research above, the author tries to analyze the result of the interview with the students and then describe the conclusion from the data analysis.

## **3. Findings and Discussion**

### **3.1. Students' Perceptions of Writing Descriptive Text**

The collected data for this research are two interview transcripts. The interview was conducted to explore the students' perception of writing descriptive text in the eighth grade of SMP N 1 Sambi Boyolali.

The themes were concluded through the researcher's original interpretation of the data and by returning to the participant to check if these explicative themes resonated with her understanding of her experience in study about writing descriptive text. The themes are following:

- 3.1.1. Learning descriptive text is mostly reading, writing, translating, doing exercise and completing quiz;

Learning activity in the classroom is the situation when the interviewee(student) have a time to studying in the classroom of SMP N 1 Sambu Boyolali. The interviewee was doing the learning activities with the teacher in the classroom. The interviewee said that learning descriptive text is mostly reading a text, writing, translating, doing exercise and completing quiz.

Interviewee 1 said that:

*“Banyak yang kami pelajari bu, Mulai dari membaca, menulis dan mengerjakan soal, Gurunya biasanya menampilkan power point lalu kami disuruh membaca, menjawab soal dan kadang mengartikan. Kita banyak belajar macam-macam teks bu, Mulai dari deskriptif, recount, procedure, ada satu lagi tapi lupa bu hehee Dari teks nya kadang kita hanya disuruh membaca, mengerjakan LKS. Ee soalnya yang pas teks lain itu Cuma disuruh baca sama ngerjain soal bu, Kadang juga diartiin bareng-bareng.”* (Appendix 2, Number 1, 3, 4 and 8)

This statement indicates that the interviewee’s activity in the classroom when she studies descriptive text is mostly reading a text, writing, translating and also doing the exercise.

### 3.1.2. Learning descriptive text is relatively doable for student

Interviewee 1 said:

*“Ee menurut saya deskriptif teks yang paling gampang dan mudah dipahami bahasanya, Kalau teks lainnya agak sulit bu, memahami saja sulit, tapi kalau deskriptif lebih enak bu. Terus, teksnya itu pakai kata-kata yang gampang dipahami bu”* (Appendix 2, Number 9, 10 and 13)

Based on the quotation above, the interviewee is having an opinion about descriptive text. She said that descriptive text is easy to understand and use the simple words. So, she can more understand about descriptive text.



### 3.1.3. Learning descriptive is generally about popular topic

The interviewee has an opinion that writing descriptive is generally about popular topic. The interviewee found that the topic in the descriptive text which she learned in the classroom is talking about familiar topic. In line with Gerot and Wignell (1994), descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general. The Social Function of Descriptive Text is to describe a particular person, place, or thing.

Interviewee 1 supposed :

*“Eeem teks descriptive itu teks yang mendeskripsikan sesuatu atau seseorang bu. Teks deskriptif itu untuk mendeskripsikan idola, hewan atau yang lain bu”* (Appendix 2, Number 11-12)

Based on the quotation above, the interviewee said that descriptive text describes about something or someone. On her experience, descriptive text is describing about idol, animals and others.

## 3.2. The Problem Faced by Students in Writing Descriptive Text

### 3.2.1. Limited sources of vocabulary

When the interviewer is asked whether there are some difficulties when the interviewees write a descriptive text, the interviewee 2 said that she is confused to choose the words when she writes a descriptive text.

*“Emm ya ada sedikit bu, jadi pas disuruh buat teksnya kadang bingung cari kata katanya”* (Appendix 2, Number 21)

This statement correlates with Husna, Zainil and Rozimela (2013) who says that that there are some difficulties that students face during writing the descriptive paragraph those are the problem in developing the ideas, the problem in organizing the ideas, grammar, lack of vocabulary, spelling, punctuation and capitalization.

### 3.2.2. Lack of access of dictionary

*“Soalnya kamus yang dipakai gentian bu. Eemm, dikelas kami tidak semua punya kamus bu. Jadi ya harus rela gentian. Jadi ya harus rela gentian. Em kalo tidak kami tidak bisa ngerjain bu”* (Appendix 2, Number 22)

Based on the quotation above, the interviewee said that there is limited dictionary in the classroom, not all students are having a dictionary in the classroom, and she should lend her dictionary to her friends.

### 3.2.3. Confusion in deciding the correct tenses

*“Kadang juga masih bingung pas nentuin tensesnya bu.”* (Appendix 2, Number 23)

Based on the quotation above, the interviewee is have a difficulty when she chooses the tenses in writing descriptive text. She said that her teacher is only gives a little explanation and the explanation is too fast. The statement in line with Siahaan (2013) who stated that students are still confused in identifying the structure of descriptive text and seemed to have less sense about English grammar and they still make a lot of mistakes in the text they wrote.

### 3.2.4. Unclear explanation from the teacher

*“Soalnya pak gurunya nggak jelasin secara lengkap, kadang Cuma dikasih contoh aja. Bapaknya pas ngajar itu cuma nampilin powerpoint tentang materinya aja bu. Ee kadang juga terlalu cepat jelasinnya Cuma sekilas aja bu. Terus pas udah diulang berapa kali baru paham. Ee.. Kadang juga disamain aja kaya di LKS buu Emm terus itu bu, kalau dikasih tugas itu dikumpulin tapi ndak dibalikin bu, Jadi ndak tau salah apa bener tugasnya”* (Appendix 2, Number 24-25)

Based on the quotation above, the interviewee is quiet understand about the material because the teacher not clear when giving explanation and students does not know about the result of her task because her teacher not returns the task to the students.

#### **4. Conclusion**

In order to have a clear and brief picture of what the researcher has written in the preview analysis, the researcher draws the following conclusion. These conclusions answer the problem statement of this research as below :

The interviewee is the two of students of SMP N 1 Sambu Boyolali. The students tell us about her experience about learning writing descriptive text and the challenges that she faced during studying in the classroom. Based on the interviewee, there are two explicative themes to recognize her experience.

The results of this research are as follows: students' perception of writing descriptive text are 1) Learning descriptive text is mostly reading, writing, translating, doing exercise and completing quiz; 2) learning descriptive text is realtively doable for student; 3) learning descriptive is generally about popular topic; while the difficulties faced by students when writing descriptive text are 1) limited source of vocabulary; 2) lack of access of dictionary; 3) confusion in deciding the correct tenses; 4) unclear explanation from the teacher

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